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ABSTRACT

This occupational investigation guide contains learning activities designed to aid the student in self-appraisal. Activities included in the guide focus on areas such as (1) recognizing basic needs, (2) taking a self-assessment, (3) recognizing individuality, (4) finding one's interests, (5) recognizing abilities, (6) building a winning personality, (7) completing an interest inventory, (8) understanding aptitude, (9) following directions, (10) evaluating grades, (11) relating personal requirements to occupations, and (12) identifying job values. Each activity includes six basic components: objectives, suggested activities, directions, information sheets, transparency masters, and student handouts. (LRA)

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ED186602

SELF APPRAISAL

Occupational Investigation Guide

MATERIALS DEVELOPED AND DISTRIBUTED BY

Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Austin, Texas

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FIRST EDITION

1979

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FOREWORD

The Occupational Investigation (O.I.) resource materials and teacher's handbook were developed as a result of a project funded by the Texas Education Agency and completed by East Texas State University and the Occupational Curriculum Development Laboratory. The resource materials were developed with the assistance of the O.I. instructors throughout the state of Texas and were subjected to formal field testing and evaluation.

The materials were designed to be self-contained, and therefore require no prerequisites or specific sequence of presentation. However, the activities which comprise each guide--Self-Appraisal, Economic and Societal Factors, Occupational Clusters, and Educational Planning--may be selected by the teacher in such a manner that the O.I. course progresses logically and efficiently. The teacher's handbook provides suggestions for the organization and presentation of the resource and instructional materials.

ACKNOWLEDGMENTS

Appreciation is expressed to those whose expertise made possible the development of the Occupational Investigation resource materials. Many teachers across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other O.I. programs across the state.

Special thanks are extended to those teachers who field-tested the activities as they were developed and provided periodic evaluations and comments to be used in revision and further development.

The following guest writers and consultants should be recognized for their significant contributions to this research and development project.

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Special thanks are extended to the Instructional Materials Centers at Texas A & M University, Texas Tech University, and University of Texas at Austin for their contributions.

USE OF RESOURCE MATERIAL

The Occupational Investigation (O.I.) resource material covers the four designated areas of instruction: Self-Appraisal, Economic and Societal Factors, Fifteen Clusters, and Educational Planning. Each area includes most of the following: objectives, suggested activities, information sheets, student handouts, and transparency masters.

Careful study of the activities will enable the teacher to determine:

A. The amount of material to be covered in each class period

B. Any skills that should be demonstrated

C. The supplies and equipment needed

D. The amount of classroom time needed for both teacher demonstration and student practice

E. Any resource personnel who must be contacted.

The resource materials were organized to be self-contained. The basic components of these materials are as follows:

OBJECTIVES

Each activity is based on an objective. The objective specifies the behavior the student should be exhibiting, thus providing students with a sense of direction.

A classroom discussion should follow immediately after the objective is read to the students so that any questions concerning the performances expected of the student can be answered.

SUGGESTED ACTIVITIES

Each area of instruction has self-contained activities, outlining steps to follow in accomplishing the objective.

DIRECTIONS

Duties of the teacher will vary from activity to activity, but the following are minimum activities for the teacher:

1. Provide students with objective, information, and assignment sheets

2. Discuss objectives and any information sheets

3. Make transparencies (when included)

4. Demonstrate or discuss procedures outlined on student handout (when included)

Any additional instructional activities and teaching methods to aid students in accomplishing the objectives are strongly encouraged.

INFORMATION SHEETS

Information sheets, when included, provide content essential for meeting the cognitive requirements of the area of instruction. These sheets provide an excellent guide for presenting necessary knowledge necessary to develop the skills specified in the objective.

Teachers and students should read the information sheets before the information is discussed in class. Students are encouraged to make any additional notes on the information sheets to help them in their learning process.

TRANSPARENCY MASTERS

Transparency masters provide information in a special way. Transparencies may present new information or they may reinforce information presented in the activity. They are particularly effective when identification is necessary.

Make the transparencies from the masters and place them in your notebook for immediate use.

Copies of transparency masters can be made and used as a student handouts to supplement the material contained in the activity.

STUDENT HANDOUTS

Student handouts give directions to study and furnish activities which provide application of the knowledge contained in the teachers information and directions. These may be given to the student for completion in class or used for homework assignments.

PERSONALIZING AND LOCALIZING RESOURCE MATERIALS

Carefully review the resource materials before using the activities in the classroom. In reviewing the activities, you may find it necessary to localize and personalize the activities based upon the needs of your students.

Some of the ways of supplementing any of the four areas of resource materials or activities are the use of audio-visuals, attention getters, field trips, resource personnel, games and simulations, case studies, peer teaching, role-playing, and personal experiences of both the teacher and students.

Various methods may be used in localizing an area of the resource materials. You may wish to apply some of the activities to the local community, add additional materials from newspapers and

magazines, invite local resource people, and arrange for field trips.

In personalizing the resource material, you may want to make the course content relevant to home situations. You may wish to involve students in the planning of different activities by using their personal experiences. Having students involved in the teaching of some of the materials is sometimes an effective example of peer teaching.

SELF-APPRAISAL

ACTIVITY: Getting Acquainted

OBJECTIVE: After completing this activity, the student should be able to state at least one interest, characteristic, or fact about one or more classmates.

APPROXIMATE TIME: 50-60 minutes

MATERIALS: Handout: Getting Acquainted Questions

DIRECTIONS: Push the chairs aside so that the teacher and all students may sit on the floor in a circle. Distribute copies of the handout to the students. Ask for a volunteer to sit in the middle of the circle. Select one student to begin the "getting-acquainted" activity by asking the student who is in the middle, one of the questions from the handout. After one student has asked a question, select other students to ask different questions from the handout. When the student in the middle has answered several questions, ask for another volunteer and begin a new round of questions.

The following ground rules should be given to the students:

- only one person should talk at a time
- don't use cut-downs or criticisms
- remember that every response is important
- the student in the middle can "pass" or not answer a question if the student thinks it is too personal or embarrassing
- the teacher is the leader of the group, but also may be a participant

The teacher may wish to begin the activity as the "person-in-the-middle" in order to demonstrate how students may respond to questions. Also, the teacher may wish to ask some questions so that students will have a good model to imitate.

Another way to conduct this activity might be better for students who already know each other. Have each of the students in the circle say something nice about the person in the middle. Everyone can participate in this activity. The teacher may wish to change the activity to meet the special needs of a class. For example, shy students may need extra encouragement, while others may need more rules.

SELF-APPRAISAL

GETTING ACQUAINTED QUESTIONS

1. If you could change something about yourself, what would it be?
2. What is your favorite movie, television program, song, etc.?
3. If you could live anywhere you wished, where would that be?
4. If you had three wishes, what would they be, and why?
5. What would you do if someone gave you a million dollars?
6. If you could live in the future or the past, which would you choose and why?
7. What is your favorite color, automobile, class, hobby, etc?
8. What makes you happy?
9. What do you like about yourself?
10. If you could change one thing about the world, what would it be?
11. If you could invent something new, what would you invent?
12. If you had the choice of going to college or going to work right after high school, which would you choose, and why?

SELF-APPRAISAL

ACTIVITY: Recognizing Basic Needs

OBJECTIVE: After completing this activity, the student should be able to identify and describe at least one of the human needs as outlined by Maslow.

APPROXIMATE TIME: 50-150 minutes

MATERIALS: Handout: Learning About Individual Needs; teacher reference: Occupational Choice Theories; transparencies (from six transparency masters); pencil or pen

DIRECTIONS: Distribute copies of the handout. Ask the students to refer to the handout as the transparencies are presented and discussed. Use the transparencies to introduce Maslow's concepts and to stimulate discussion. Ask students for examples of each of the five levels of needs.

Present the transparencies in the ascending order of Maslow's hierarchy. Stress the interrelationships of needs and the fact that lower level needs must be satisfied before the individual is concerned with higher needs.

The concept of "self-actualization" may be too difficult for many Occupational Investigation students to master. Therefore, use very concrete examples or simply de-emphasize this level of needs. The following example could be used.

> Terry always wanted to be free and open in showing emotions. Terry knew the "real Terry" through experiences in life. After growing up, marrying, making enough money for a good life, and earning the respect of others, Terry decided to become a volunteer counselor for runaway kids. This satisfied Terry's dream of being open in relationships with others and providing help to those in need.

After presenting the transparencies, ask students if they have any questions. Be prepared to offer additional examples for the needs identified by Maslow. Ask students to answer the following questions.

1. What needs do you have at the physiological level and how are they met?

2. What needs do you have at the security level and how are they met?

3. What needs do you have at the social level and how are they met?

4. What needs do you have at the esteem level and how are they met?

5. What needs do you have at the self-actualization level and how are they met?

6. What is the most important need you now have?

7. What can you do about providing for this need?

SELF-APPRAISAL

OCCUPATIONAL CHOICE THEORIES

There are several theories about self-concept or "who you are." When reading about theories, remember they are only theories. However, some of these theories should be examined for the knowledge you may gain.

Professor Donald Super's theory is that individuals are the persons they believe themselves to be. Those persons considering themselves as outdoor, tough, or physically strong, for example, will tend to choose occupations such as a construction worker, football player, lumberjack, or police officer.

Dr. Eli Ginzberg divides occupational choice into three stages of life between the ages of 10 and 20. From ages 10 to 12 is the fantasy or "I can be anything" stage. The ages from 12 to 17 is the tentative or "I think I might investigate to see if this occupation suits my interests" stage. The ages of 17 to 20 is the realistic or "I would enjoy that occupation but I would settle for this occupation" stage.

Dr. Abraham Maslow studied similarities in people and believes everyone has specific basic needs that must be fulfilled. These needs are classified in ascending order, each one building on the other.

According to Dr. Thomas A. Harris, within each of us is our adult, our parent, and our child "selves." It is important to understand each of these areas so we may live like a grown-up person in today's world.

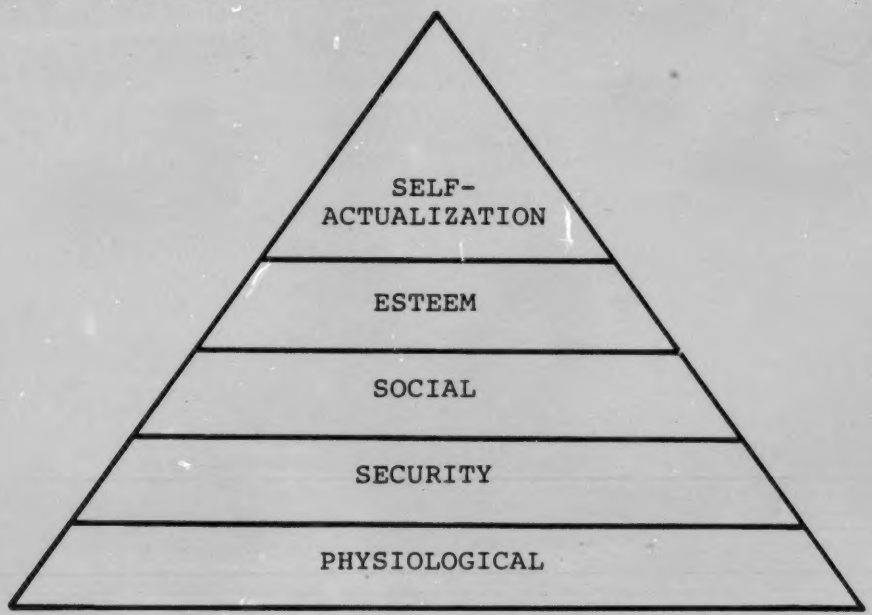
Dr. John L. Holland attempts to emphasize the differences in people. His premise is that there are six basic types of personalities: Realistic ("Down-To-Earth"), Intellectual ("Ideas and Words"), Social (People Oriented), Conventional (Conservative), Enterprising (Aggressive), and Artistic (Sensitive).

These five theories reflect the many-sided nature of self-appraisal and its relationship to occupational choice. The teacher may wish to share some of this information with talented and gifted students.

SELF-APPRAISAL

LEARNING ABOUT INDIVIDUAL NEEDS

Below you will find a drawing of a "hierarchy of human needs" that was designed by a psychologist named Abraham Maslow. A "hierarchy" is an arrangement of things from lowest to highest or most basic to most complex. Maslow arranged human needs from most basic (physiological) to highest (self-actualization) in pyramid form. Notice how each builds on the others.



Definitions:

1. Self-Actualization--Realizing what you really can do and feel in life
2. Esteem--Liking yourself and having others like you
3. Social--Sharing or getting along with other people in society
4. Security--Being free from fear or danger
5. Physiological--Needing to be healthy

Examples:

1. Self-Actualization--Becoming a creative artist if this is your goal in life

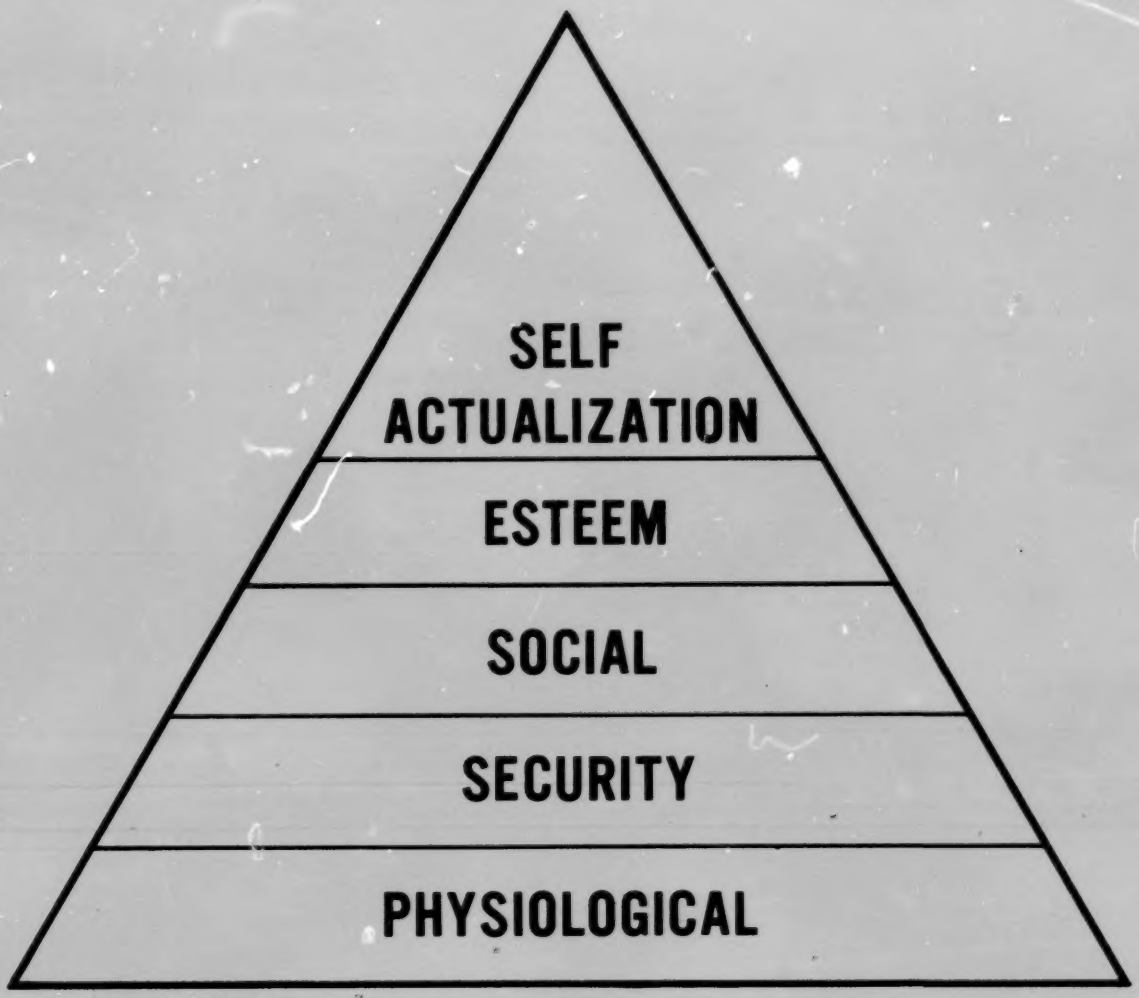
2. Esteem--Gaining respect from others because you are a good student

3. Social--Meeting someone and falling in love

4. Security--Being safe from crime in your city

5. Physiological--Getting enough food or sleep

MASLOW'S HIERARCHY OF HUMAN NEEDS



*Maslow, Abraham H., Motivation and Personality, 2nd ed. New York, New York. Harper and Row, 1970.

PHYSIOLOGICAL OR BASIC HUMAN NEEDS

food • warmth • shelter

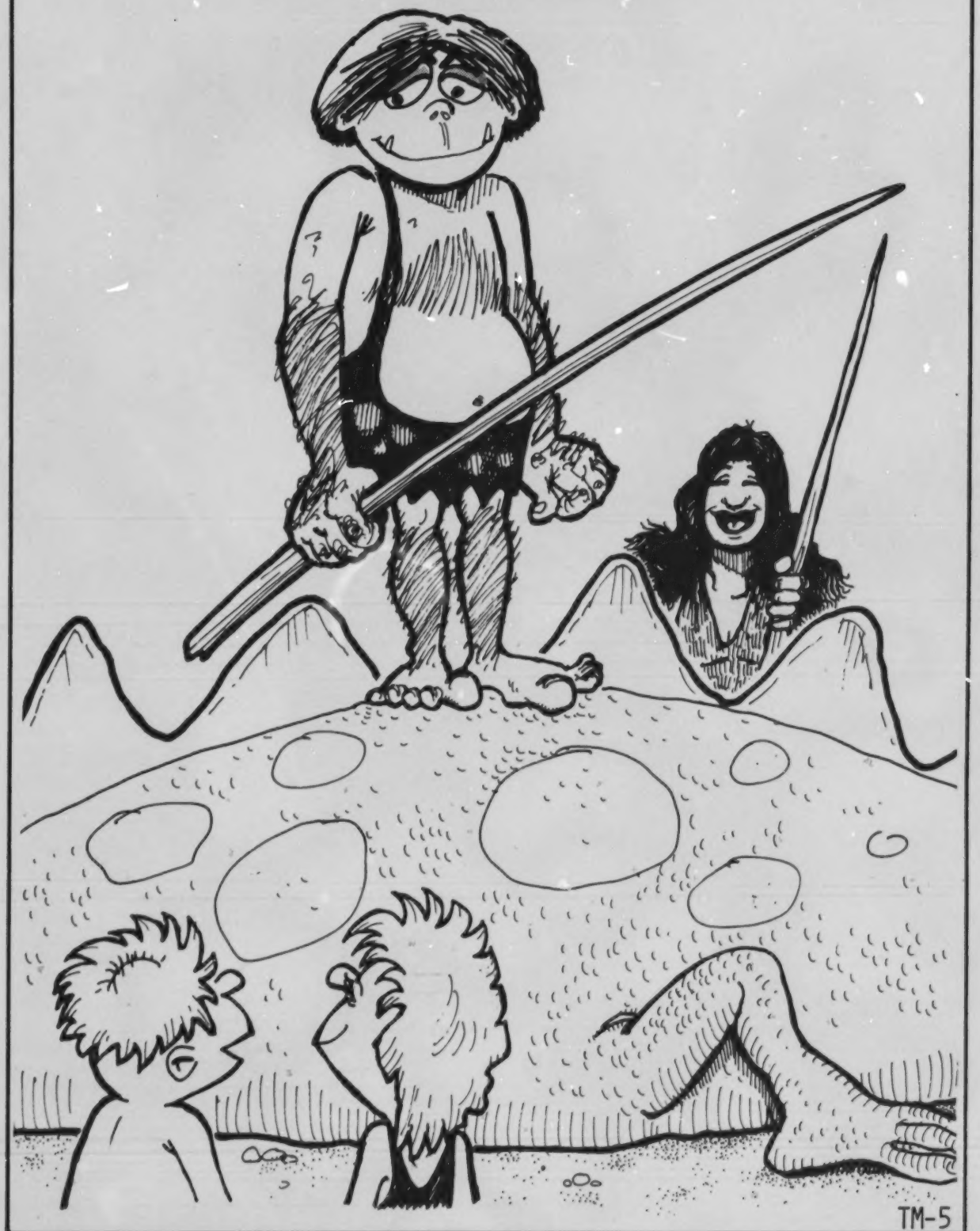
SECURITY NEEDS

TM-3

SOCIAL NEEDS
LOVE

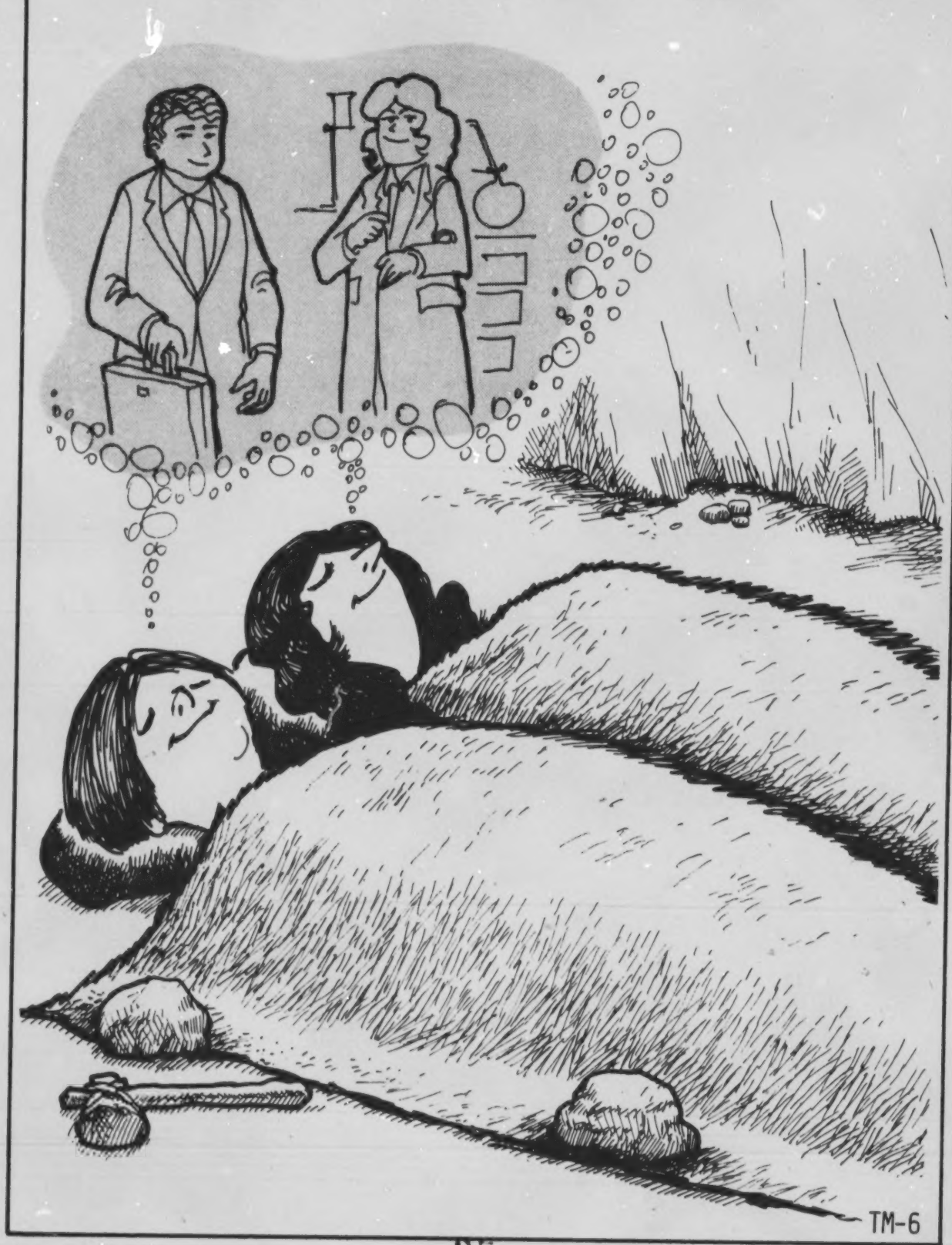
TM-4

ESTEEM NEEDS RESPECT



TM-5

SELF ACTUALIZATION



TM-6

SELF-APPRAISAL

ACTIVITY: Understanding Oneself

OBJECTIVE: After completing this activity, the student should be able to name at least three of the eight concepts that make up the whole person (the "YOU").

APPROXIMATE TIME: 30-45 minutes

MATERIALS: Transparencies, (from four transparency masters)

DIRECTIONS: Introduce the activity by asking a leading question: "What words do you think are important in describing yourself?" After a brief general discussion, place the first transparency on the projector. Define the terms and point out how some of the words given by students relate to the terms. The following definitions may be used.

- Needs--what a person must have in life
- Interests--activities that "catch a person's eye" or make a person want to become involved in the activity
- Hobbies--activities that a person does for fun in spare time

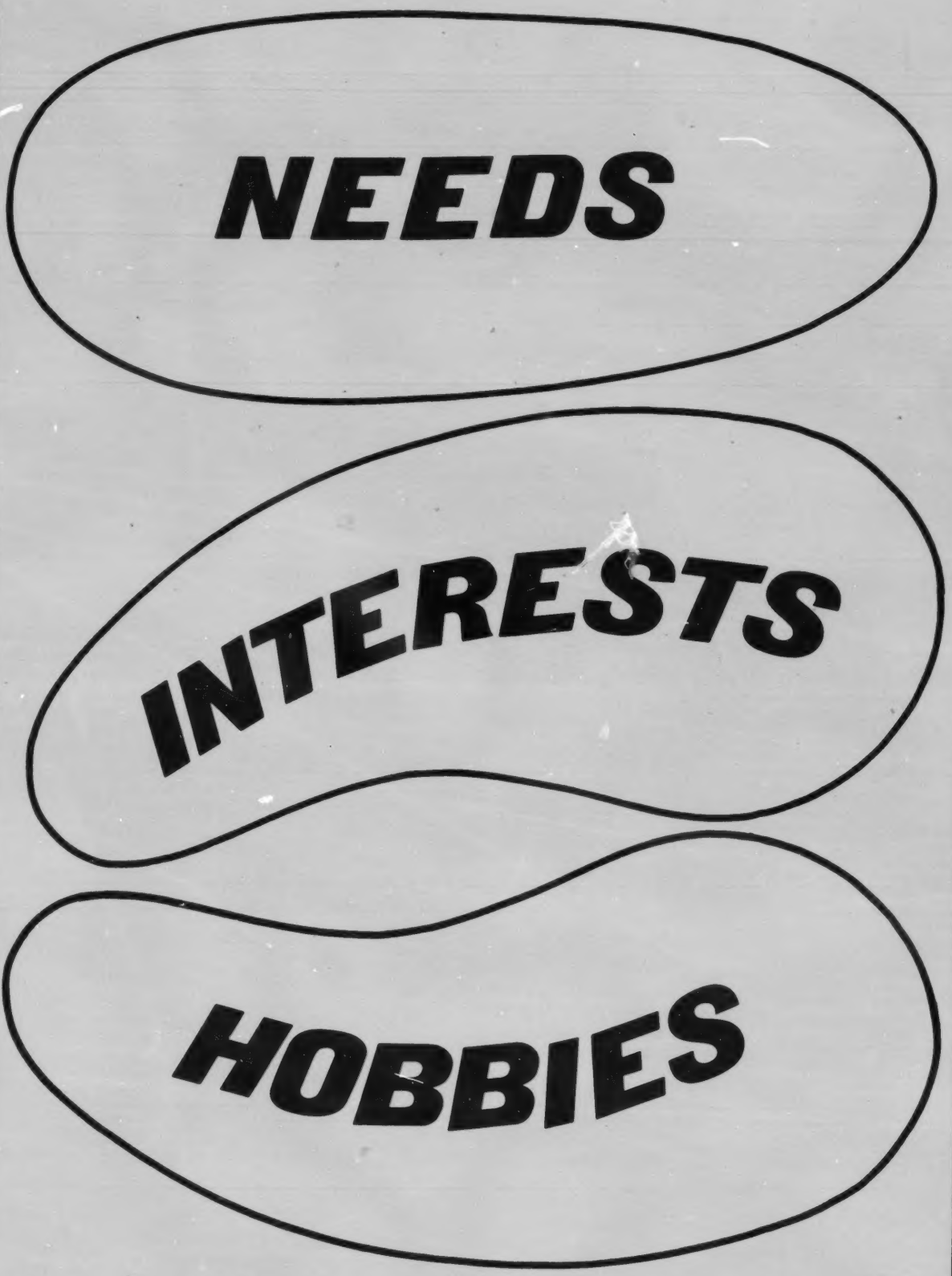
Place the next transparency on the projector, define the terms, and classify word-examples as above. The following definition may be used.

- Aptitudes--special talents that one person has that another person may or may not have
- Abilities--skills that persons get through training or experience

Place the third transparency on the projector and complete the process of giving definitions and classifying student examples. The following definitions may be used:

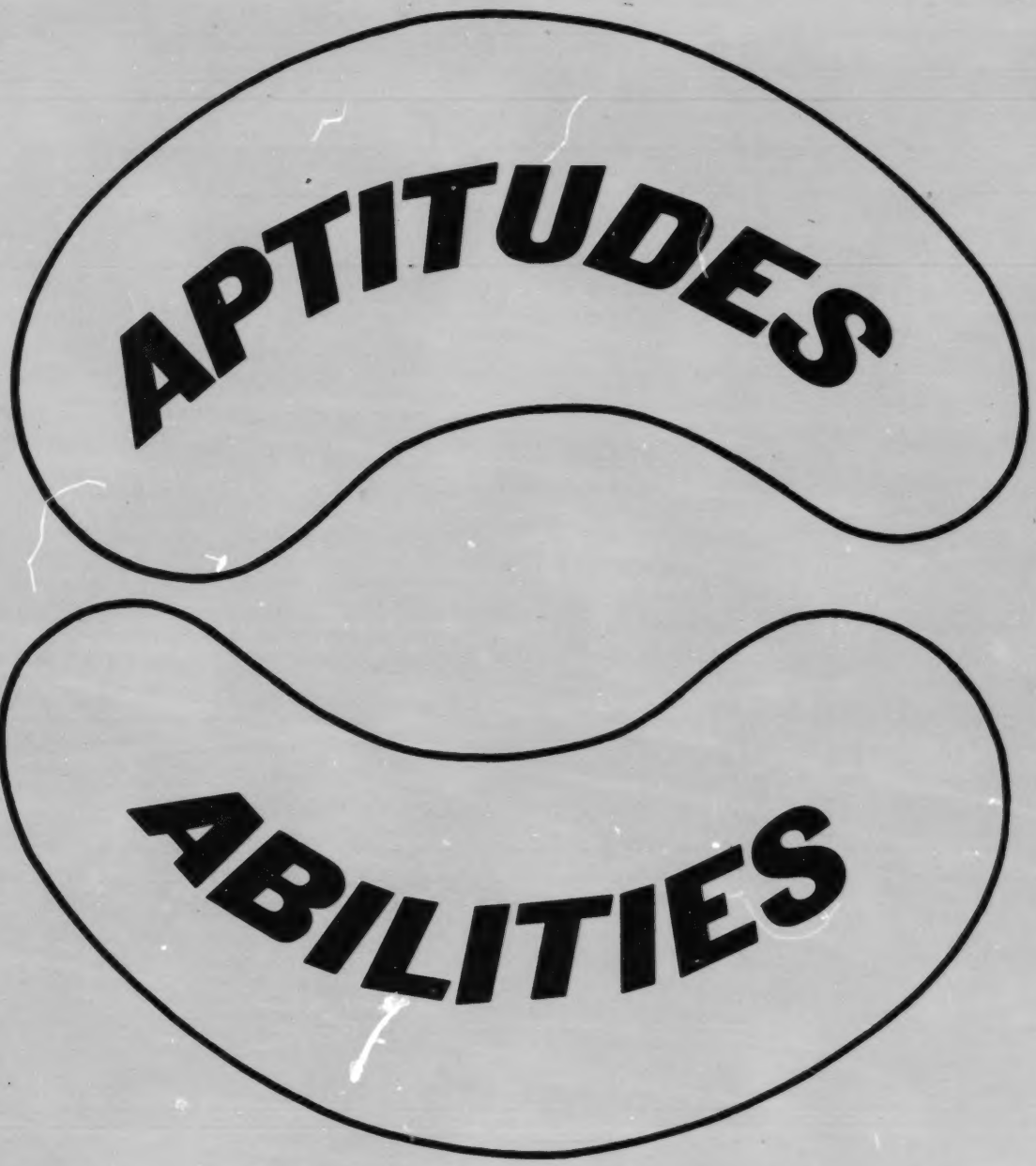
- Values--what a person considers important
- Influences--the persons and events that have an effect on choices that a person makes

After each of the terms have been discussed, ask if students see a logical order or arrangement in which the words should be placed. Place the final transparency on the projector to show how the words relate to "YOU."

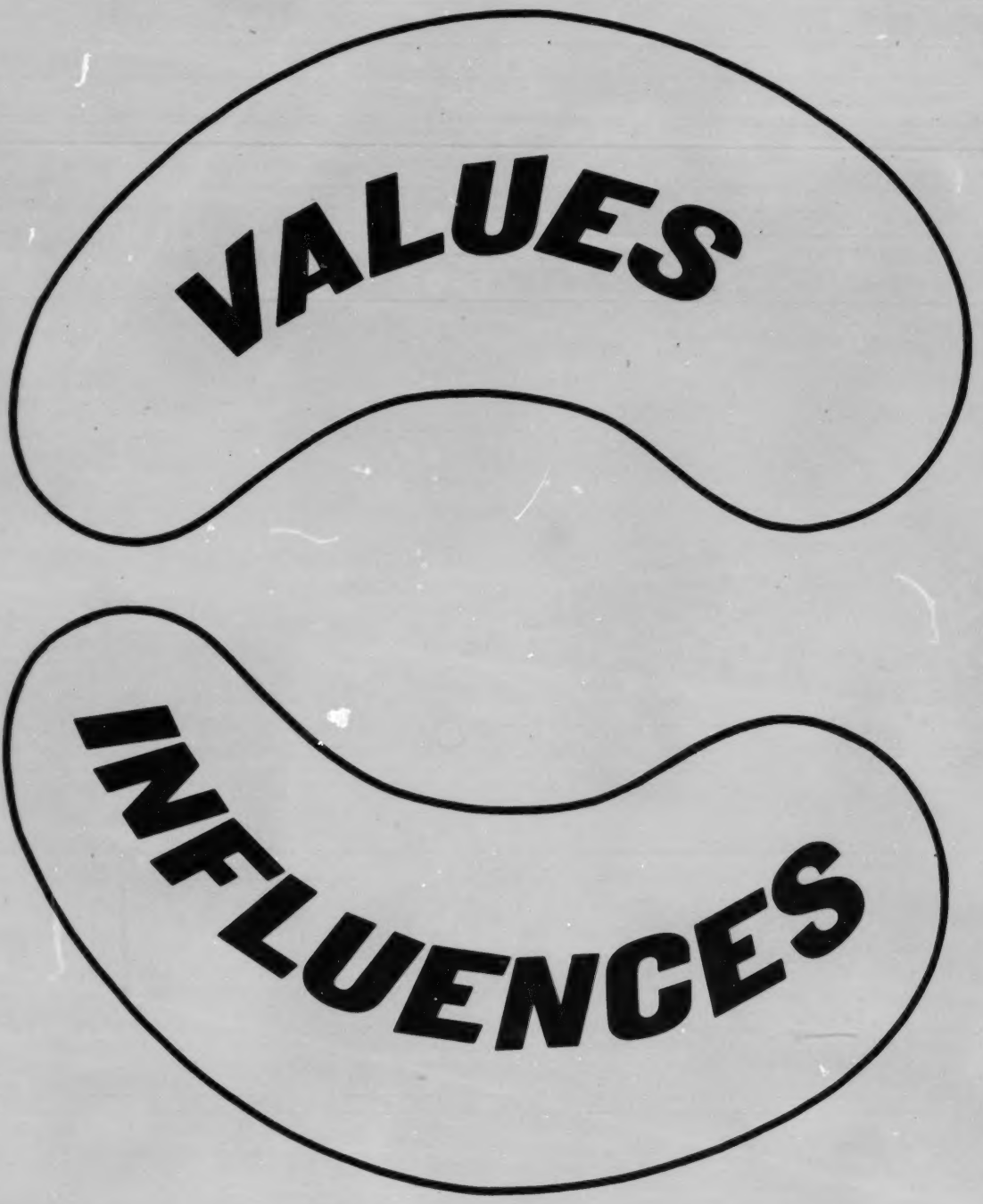


TM-1

SELF-APPRAISAL



SELF-APPRAISAL



TM-3

SELF APPRAISAL

TM-4

SELF-APPRAISAL

ACTIVITY: Taking a Self-Assessment

OBJECTIVE: After completing this activity, the student should be able to list individual strengths and weaknesses.

APPROXIMATE TIME: 30-55 minutes

MATERIALS: Handout: My Self Assessment, pencils or pens

DIRECTIONS: Distribute copies of My Self-Assessment to all students. Ask them to list on the handouts their strong and weak points. Areas for strengths and weaknesses include the following: academic, mechanical, social, clerical, musical, artistic, and physical. Request students to share their assessments with the group, giving examples if possible. With a little advance planning, the students could come prepared to do some kinds of demonstration regarding their strengths. The teacher may need to give dictionary definitions for "strengths" and "weaknesses." The activity may also be conducted in small groups.

SELF-APPRAISAL

MY SELF ASSESSMENT

_____
NAME

My Strong Points	My Weak Points

Do I use these as much as I could?

What am I doing about these?

SELF-APPRAISAL

ACTIVITY: Identifying Personal Characteristics

OBJECTIVE: After completing this activity, the student should be able to state three or more personal characteristics.

APPROXIMATE TIME: 90-120 minutes

MATERIALS: Brown paper bags (or shoe boxes), felt-tip pens, glitter, construction paper, other decorating supplies, magazines, scissors, glue, personal items (supplied by students)

DIRECTIONS: Conduct the activity over two or more class periods. During the first class give the following directions to the students.

> Choose a brown paper bag (or shoe box) and decorate it so that the bag looks like "you," as you think you are seen by others. Place personal items, or pictures of the items (magazine pictures or drawings) that symbolize your interests, in the bag. For example, you might place a record in the bag to indicate a strong interest in rock music. You may include a baseball or glove if being a baseball player is an important part of your life. If you really like mathematics, then you may want to include a compass or calculator. Choose at least 10 items for your "Me Bag" (or "Me Box" if this selected). Remember, decorate the outside of the bag to represent the "me as others see me." The items inside the bag represent the "real you" or your personal characteristics as you see them.

After the bags have been decorated and the personal items collected, ask each student to present the "Me Bag" (or box) to the rest of the class. The students should briefly discuss the decorations and then each--or several, if time is limited--of ten items within the bags. Students should explain how an item or a decoration symbolizes some personal characteristic or interest.

When all students have made their presentations, the teacher may wish to lead a discussion about how everyone is not always the way one appears. Point out that some students have interests that one would not notice, based simply upon appearances. Encourage students to explore their interests and ways to convey their interests to others.

SELF-APPRAISAL

ACTIVITY: Recognizing Individuality

OBJECTIVE: After completing this activity, the student should be able to name at least one way that the student is similar to and different from classmates.

APPROXIMATE TIME: 30-45 minutes

MATERIALS: Large box, potatoes (for every student)

DIRECTIONS: Provide the following instructions to the students:

> You will be given an object. You are to examine it, study it, and become very familiar with it. The object will be taken up and mixed with similar objects. You will then try to find your original object.

Do not refer to the object as a "potato" until the group discussion.

Students could write a paragraph on their particular potato. The paragraph would include their potato's personality, abilities, physical makeup, etc.

Discuss as a group the similarities and differences among potatoes and relate the findings to human beings. Note that persons are both alike and unique in many ways.

Ask students to write five ways they are similar to their classmates and five ways that they are different from their classmates.

SELF-APPRAISAL

ACTIVITY: Perceiving Oneself

OBJECTIVE: After completing this activity, the student should be able to identify the difference between the concepts: self-perception (of the individual), and the perception of a person by others (social-self).

APPROXIMATE TIME: 45-50 minutes

MATERIALS: Paper, felt-tip pens

DIRECTIONS: Use this activity after discussing with the student the difference between self-perception (self-concept, or the way you feel about yourself) and perception of a person by other (social-self, or the way others feel toward you). Discuss students' likes and dislikes, including favorite colors, music, and books. Explain how colors can express feelings: for example, red for mad, pink for loving, yellow for smart, and blue for peaceful. Ask the students what various colors mean to them.

Ask students to draw cartoons of themselves. The teacher should also draw a "self-portrait." On a sheet of paper (or the back of the cartoon) have the student explain the "self-portrait."

If time permits, have students draw cartoons of each other. Compare and contrast "self-portrait" and "other portraits" as examples of two aspects of person-perception. This activity may work best with verbal, self-disciplined students.

SELF-APPRAISAL

ACTIVITY: Finding One's Interests

OBJECTIVE: After completing this activity, the student should be able to state at least one personal interest.

APPROXIMATE TIME: 20-45 minutes

MATERIALS: Handout: Find Your Own Interests

DIRECTIONS: Ask students to share their current interests with the group. Then, request that they complete the Find Your Own Interests inventory. After completing the inventory, discuss various responses and how this demonstrates individuality. Discuss with students the value of their interests in choosing future careers. Tell students to keep the handout for future reference--e.g., to be used later for matching interests with occupations.

SELF-APPRAISAL

FIND YOUR OWN INTERESTS

Name_____ School_____ Grade____

I. School Record (Considering as many of the following grades as you have completed: Grades 6, 7, 8, 9)

A. Average subject grade: mathematics _____, science _____, English ____, and social studies _____.

B. Two favorite school subjects:

1. _____ 2. _____

II. School Activities (sports, clubs, special projects)

A. Favorite school activity _____

1. It is interesting because _____

_____.

2. My major responsibility in the activity was _____

_____.

B. Another interesting school activity I liked _____

_____

My part in the activity was _____

_____.

III. Hobbies

A. My favorite hobby is _____.

This hobby involves _____.

B. Other hobbies are _____.

IV. My strongest skill or ability is _____

_____.

V. Family members and friends have suggested that I think about the following career: _____.

VI. The job I really want to do is _____

_____.

Why? _____.

VII. Members of my family who have done this kind of work include

_____.

VIII. My parents want me to complete at least ____ years of school.

IX. I have held the following part-time or summer jobs: _____

_____.

X. Reading

A. My favorite newspaper is _____.

The part or section I enjoy most is _____

_____.

B. The magazines I read for pleasure are: _____

_____.

C. The book I read most recently for pleasure was _____

_____.

XI. The TV (or radio) programs that are my favorites are:

(1) _____, (2) _____

(3) _____ and (4) _____

XII. Check the blank that best indicates your responses to the following questions.

1. Can I follow instructions to the letter? Yes ___ No ___
2. Do I like doing a job the same way each time? Yes ___ No ___
3. Do I mind being told how to complete a job? Yes ___ No ___
4. Can I be very careful and detailed in completing a job? Yes ___ No ___
5. Do I always remain calm:
   a. while taking a test in school? Yes ___ No ___
   b. when plans suddenly change? Yes ___ No ___
   c. when losing an argument? Yes ___ No ___
   d. after losing something important? Yes ___ No ___
   e. while participating in sports? Yes ___ No ___
6. Do I state my ideas clearly? Yes ___ No ___

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7.	Are both my oral and written work correct?	Yes ___ No ___
8.	Do I enjoy speaking?	Yes ___ No ___
9.	Do I enjoy writing?	Yes ___ No ___
10.	Do I enjoy working alone?	Yes ___ No ___
11.	Do I enjoy working with others?	Yes ___ No ___
12.	Do I prefer working outdoors?	Yes ___ No ___
13.	Do I enjoy working with my hands?	Yes ___ No ___
14.	Do I like to meet new people?	Yes ___ No ___
15.	Would I rather do scientific than repair work?	Yes ___ No ___
16.	When I take my first full-time job, will the beginning salary be more important than future raises?	Yes ___ No ___
17.	Does advancement mean increasing pay more than increasing importance or responsibility?	Yes ___ No ___
18.	Do short hours and vacations mean more to me than security and retirement?	Yes ___ No ___
19.	Am I more concerned about what I think of myself than what others think of me?	Yes ___ No ___
20.	Does responsibility scare me?	Yes ___ No ___
21.	Does having a job and a family mean a lot to me?	Yes ___ No ___
22.	Should my spouse (husband or wife) have a job outside the house?	Yes ___ No ___

SELF-APPRAISAL

ACTIVITY: Recognizing Strengths

OBJECTIVE: After completing this activity, the student should be able to recognize in oneself a strength formerly seen only by others.

APPROXIMATE TIME: 45-55 minutes

MATERIALS: Handout: My Strengths; transparency (from transparency master), colored pens, tape

DIRECTIONS: Distribute the handouts. The student is introduced to the activity by briefly considering the cartoon (transparency). The student then is asked to write the Strengths I See In Myself on the handout. The paper is folded in half and taped to the desk so that the student's name shows. The other students then rotate around the room filling-in the strengths seen in other classmates. Caution should be given to the students about writing negative comments on other's papers.

In a variation of the activity, a piece of paper or a paper pie plate is taped to the back of each student. By moving around the classroom, students can receive anonymous input from all, as comments are written on the paper (plates).

After all students have five comments, the teacher asks that they compare the strengths identified by themselves to those identified by others. Some questions the teacher could ask the student to use in evaluating this exercise are:

- Were you surprised by the results from other students?
- Do you feel the strengths listed by others are a part of your person?
- Did you write the same strengths as others?

A class discussion would be used as follow-up.

SELF-APPRAISAL

DO YOU SEE YOURSELF AS OTHERS SEE YOU?

Really Look At Yourself,
And Not Through
A False Mirror

SELF-APPRAISAL

STRENGTHS I SEE IN MYSELF

1. _____
2. _____
3. _____
4. _____
5. _____

(fold here)

STRENGTHS OTHERS SEE IN _____
(name)

1. _____
2. _____
3. _____
4. _____
5. _____

SELF-APPRAISAL

ACTIVITY: Recognizing Abilities

OBJECTIVE: After completing this activity, the student should be able to identify one area of high personal ability and one area of low personal ability.

APPROXIMATE TIME: 45 minutes

MATERIALS: Handout: Seven Abilities Considered in Classifying Occupations; pencils or pens

DIRECTIONS: Distribute four copies of the handout to each student. Ask students to form into groups of four. In these groups, the students will rate themselves and the other three members on the seven abilities. Review the directions on the form. Encourage the students to be honest and serious in completing the exercise.

When all students have finished the ratings, request that they pass the forms to the other group members. Students should compare and discuss the "self-ratings" and "other-ratings." The activity should facilitate a realistic, although general, assessment of individual abilities.

Ask the students to select occupations for one another based on high and low abilities. Discuss the exercise as a large group.

SELF-APPRAISAL

SEVEN ABILITIES CONSIDERED IN CLASSIFYING OCCUPATIONS

Directions: Rate yourself (or another person) on each of the abilities described below. Using the following ratings, indicate how you see yourself or the other person.

5	4	3	2	1
Very High Ability	High Ability	Average Ability	Low Ability	Very Low Ability

For each of the seven ability areas, choose the rating that best fits and write it in the box next to the description of the ability.

Before you start, write the name of the person you are rating on the line below.

Name: _____

Ability	Description	Rating
1. Academic	The ability to understand and use ideas and information	
2. Mechanical	The ability to understand and work with tools and machines	
3. Social	The ability to understand and work with people	
4. Clerical	The ability to understand and use forms, supplies, and office machines	
5. Musical	The ability to understand and work with musical creations or instruments	
6. Artistic	The ability to understand and work with artistic creations and materials	
7. Physical	The ability to understand and use the body in specific activities	

SELF-APPRAISAL

ACTIVITY: Understanding Personal Success

OBJECTIVE: After completing this activity, the student should be able to discuss concepts which make up the whole person.

APPROXIMATE TIME: 45-55 minutes

MATERIALS: Transparencies (from eight transparency masters)

DIRECTIONS: Use the transparencies to present the concepts of personal success and self-awareness. Place the first overlay transparency on the projector. Ask students what is meant by "unique." Next, place the second transparency on the projector and state,"School must make sense to you."

Continue placing the overlay transparencies on the projector and make the following comments in the order listed below.

Peers are important

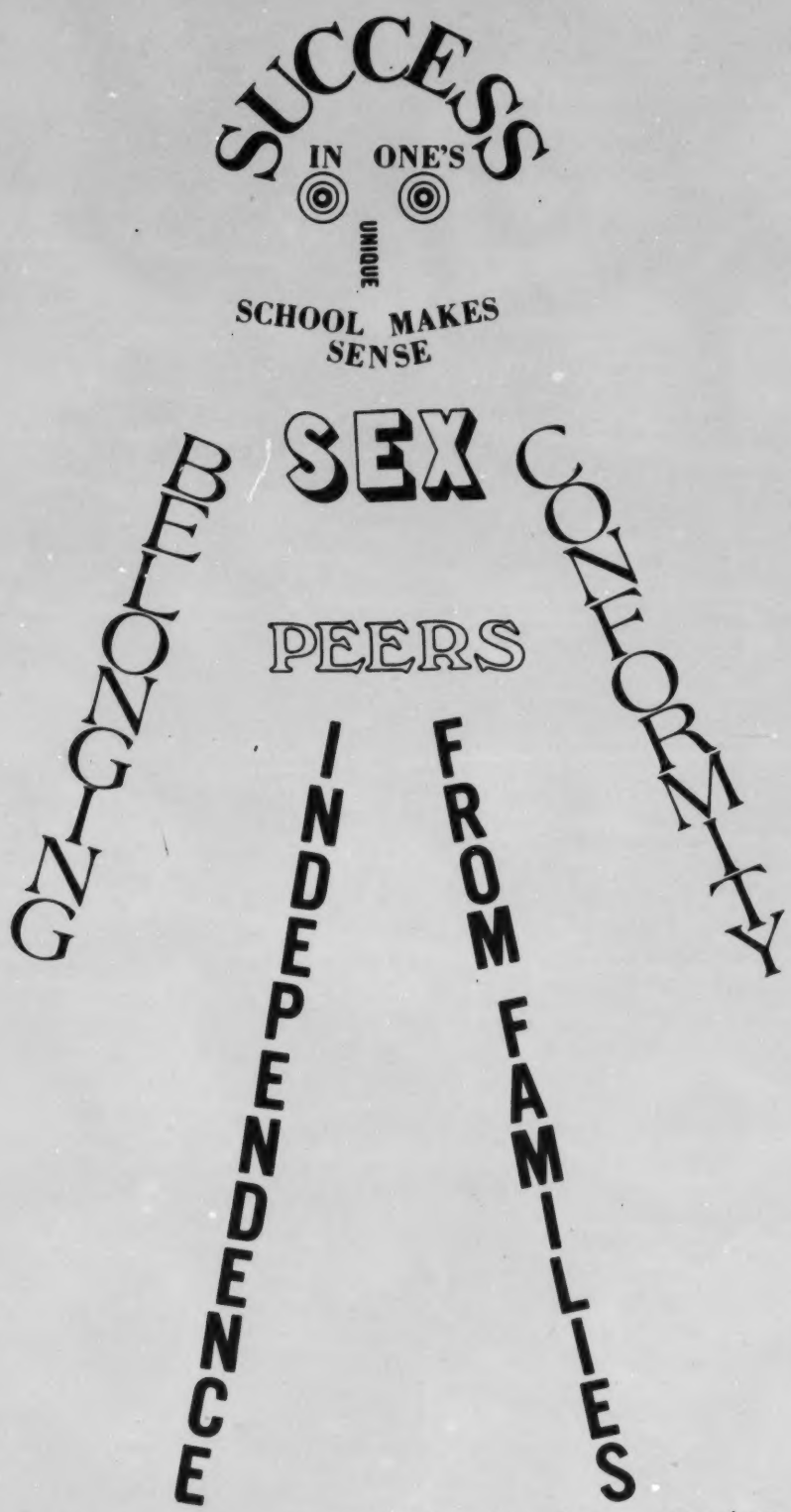
Belonging is important. What is meant by conformity?

Independence from families means occupational maturity.

Sex is developing your potential as a woman or a man.

Success in one's eyes is the real measure.

When the final overlay transparency has been placed on the projector, the figure on the next page should be apparent.



Then discuss the Nine Assets for a Growing Self-Awareness. Explain that growing self-awareness will make possible more successful choices in life.

I-63

TM-1

UNIQUE

SCHOOL MAKES
SENSE

PEERS

BELONGING

CONFORMITY

INDEPENDENCE FROM FAMILIES

TM-5

SEX

SUCCESS IN ONE'S

SELF-APPRAISAL

NINE ASSETS FOR A GROWING SELF-AWARENESS

- **YOUR TALENTS AND SKILLS**
- **YOUR INTELLIGENCE**
- **YOUR MOTIVATION**
- **YOUR FRIENDS**
- **YOUR EDUCATION**
- **YOUR FAMILY**
- **YOUR EXPERIENCES**
- **YOUR APPEARANCE**
- **YOUR HEALTH**

The more you have going for you in each of these categories, the more choices you will have in life.

TM-8

SELF-APPRAISAL

ACTIVITY: Building a Winning Personality

OBJECTIVE: After completing this activity, the student should be able to demonstrate compliment-giving.

APPROXIMATE TIME: 20-45 minutes

MATERIALS: Transparency (from transparency master)

DIRECTIONS: Have the students sit in a circle on the floor and compliment or thank each other for a personal trait or behavior. Use the transparency after the compliment-giving to stimulate open discussion about building an effective personality. Focus on the importance of being a "real" or sincere person even though one may use hints to improve relationships with others. The teacher may need to define "poised" and "self-composed" for some students. This activity may be most appropriate at the end of the quarter, after students know each other better.

SELF-APPRAISAL

DEVELOPING A WINNING PERSONALITY

Learn to develop the characteristics that make good impressions on others.

The following statements were listed in a survey as important factors to develop.

- **WALK AS THOUGH YOU ARE GLAD TO BE ALIVE**
- **SMILE OFTEN**
- **BE WELL-GROOMED AND WELL-MANNERED**
- **BE ATTENTIVE TO AND INTERESTED IN OTHERS**
- **SPEAK CLEARLY AND DISTINCTLY IN A NATURAL VOICE**
- **BE POISED AND SELF-COMPOSED**
- **HAVE GOOD POSTURE BE GRACEFUL IN MOVEMENT, AND GIVE AN APPEARANCE OF ALERTNESS AND STRENGTH**
- **OFFER FRIENDSHIP AND TOLERANCE**
- **BE SUFFICIENTLY EDUCATED TO INTEREST BUT NOT TO BORE**
  (This doesn't mean one must have graduated from college, or even high school. True education is more than instruction.)

SELF-APPRAISAL

ACTIVITY: Taking Self Inventory

OBJECTIVE: After completing this activity, the student should be able to write a personal description.

APPROXIMATE TIME: 160-200 minutes

MATERIALS: Bottles, magazines, scissors, glue, acrylic spray, paper, pencils

DIRECTIONS: Ask students to list at least 20 words that accurately describe them. Then, request that they cut out from magazines, pictures and words--but encourage pictures--that illustrate or symbolize the words. Instruct students in the process of making a collage. Ask them to make their collages on the bottles, using the magazine pictures. If possible, use plastic or unbreakable bottles. A poster or notebook could be used as an alternative.

The completion of the collages may require three class periods. (Remember to allow plenty of clean-up time.) When the collages are finished and dry, have the students spray them with acrylic spray (clear, glossy finish). The acrylic spray must be handled with great care due to allergies and safety to eyes and clothing.

Use the final class period for the presentation or a a discussion about individual collages. Provide students the opportunity to compare descriptive work lists. Ask students to note how they are alike and different. Encourage them to take the collages home and discuss the activity with their parents. Collages may also be kept in the classroom for display at open house.

SELF-APPRAISAL

ACTIVITY: Completing an Interest Inventory

OBJECTIVE: After completing this activity, the student should be able to list one or more items that may be included in an interest inventory.

APPROXIMATE TIME: 40-50 minutes

MATERIALS: Handout: Interest Inventory; paper; pen or pencil

DIRECTIONS: Students will first work individually, then in groups fo thre or four. Each student should receive a copy of the handout.

Students will list on the handout at least 10 things they enjoy doing. They should include hobbies, interests, work experiences, activities, and talents. They should complete this in 20 minutes.

Next, students will meet in groups of three or four and discuss their lists, using the following items as guidelines for discussion.

> Can you still do the things you like to do after you get a job?
>
> Are the things you like most to do the ones you do most often?
>
> Are the things you most enjoy the ones that you are told to do?
>
> Can you think of any jobs that relate to items on your list?

The teacher should rotate around the groups. After they work in groups, the students should move back into their regular chairs. Discuss with the students similarities and differences of their groups. Also, what jobs did they discover they could look into after talking about things they enjoy doing.

INTEREST INVENTORY

Things I Enjoy Doing	Can I still do this after I get a job?	Do I do this often?	Was I ever told to do this?	A Related Job
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

SELF-APPRAISAL

ACTIVITY: Compiling a Personality Inventory

OBJECTIVE: After completing this activity, the student should be able to make at least one statement about one's personality.

APPROXIMATE TIME: 50-100 minutes

MATERIALS: Handout: Personality Inventory, pen or pencil

DIRECTIONS: Distribute copies of the handout to the students. Either have the students answer in their "Self" column on their own, or for non-readers, let the students work in pairs in answering the questions. Go over the directions on the handout before the students begin so they will understand the assignment.

After they complete their column, have the students give their inventories to two other people who know them. Each of the two students should write ratings on the inventory. Then, average the result to get the overall score. After the inventories are scored, discuss the various questions and scores with the students.

If few students know one another in the class, then the activity may be done individually. In this case, only the "Self" column would be completed.

SELF-APPRAISAL

PERSONALITY INVENTORY

Write after each question the number that represents your evaluation: 3 = positive yes; 2 = undecided; 1 = no. Answer in the first column for yourself. Then ask two other students who know you to evaluate you. Average these results.

	Self	1st Student	2nd Student	Average
1. Do you have a sense of humor?				
2. Do you control your temper?				
3. Do you make new friends easily?				
4. Do you speak well of teachers and employers?				
5. Do you organize your work?				
6. Do you laugh with people rather than at them?				
7. Do you feel well most of the time?				
8. Is your voice calm, pleasant, and clear?				
9. Is your room at home neat and well organized?				
10. Are you tolerant of other people's religious and political beliefs?				
11. Do you listen when other people talk?				
12. Are you always on time?				
13. Do you keep friends for a long time?				
14. Do you try to get along with your family as well as your friends?				
15. Are you a good loser?				
16. Can you take being teased?				
17. Do you finish a task begun?				
18. Can you stick to a tiresome task?				

	Self	1st Student	2nd Student	Average
19. Can you admit a mistake?				
20. Can you disagree without being disagreeable?				
21. Do you respect the opinions of others?				
22. Can you work with a person you dislike?				
23. Do you remember that each person is different?				
24. Can you be a leader without being bossy?				
25. Do you know and follow accepted rules of etiquette or proper conduct?				
26. Are you careful to use the best grammar you can?				
27. Do you interrupt when another person is speaking?				
28. Are you careful to return favors and pay back loans, no matter how small?				
29. Do you seek self-improvement through study or reading?				
30. Are you courteous to fellow workers?				
31. Is it easy to like nearly everyone?				
32. Do you avoid alibis or excuse?				
33. Are you neatly and appropriately groomed?				

A perfect score is 99. If you rate from:

90 to 99--You are outstanding!

70 to 89--Your personality is commendable.

50 to 69--You need improvement in some areas.

Below 49--Either you need to improve in many areas or you have rated yourself too modestly.

SELF-APPRAISAL

ACTIVITY: Understanding Aptitude

OBJECTIVE: After completing this activity, the student should be able to discuss the meaning of "aptitude" in relation to individual differences.

APPROXIMATE TIME: 30-100 minutes

MATERIALS: Handouts: Eleven Aptitudes, Maze; paddle ball; pencils

DIRECTIONS: Discuss aptitude tests within the context of the tests frequently given in school--interest, achievement, aptitude. Define "aptitude" as a talent or skill that one person has mastered that another person may not possess.

Select one student to demonstrate a task measuring eye-hand coordination. Ask the student to keep the paddle ball in play as long as possible. Time the student and record the performance on the board. Repeat this activity with several students. A difference in aptitude should become apparent. Note for the students that there are individual differences in "paddle ball ability."

Distribute the Maze handout to all students. Ask students to complete the maze and raise their hands as they finish. Time the task by writing times on the board as students raise their hands. Students should transfer the time to their sheets. When everyone has finished, compare some times and discuss the exercise as a simple example of an aptitude test that measures eye-hand coordination.

Stress the fact that time or skill on any aptitude test does not mean that the individual is good or bad. Note that all differ as individuals, with each having some unique strengths and weaknesses in aptitude. Give examples of the relevance of aptitude tests for certain job selections. For example, point out the importance of eye-hand coordination in welding and technical fields. Stress the fact that various jobs require different aptitudes. Distribute the Eleven Aptitudes handout and discuss as a group jobs that may require some specific aptitudes.

SELF-APPRAISAL

ELEVEN APTITUDES

VERBAL--
Ability to understand meanings of words, and to use them effectively

NUMERICAL--
Ability to work with numbers quickly and accurately

SPATIAL--
Ability to understand how one part will appear when it is combined with other parts to make a whole (example: blueprint reading)

FORM PERCEPTION--
Ability to see the difference in shapes and in shadings of figures, widths, and lengths

CLERICAL PERCEPTION--
Ability to understand necessary details in verbal and tabular materials

MOTOR COORDINATION--
Ability to rapidly and accurately coordinate eyes and hands in making precise movements

FINGER DEXTERITY--
Ability to move the fingers and handle small objects rapidly and accurately

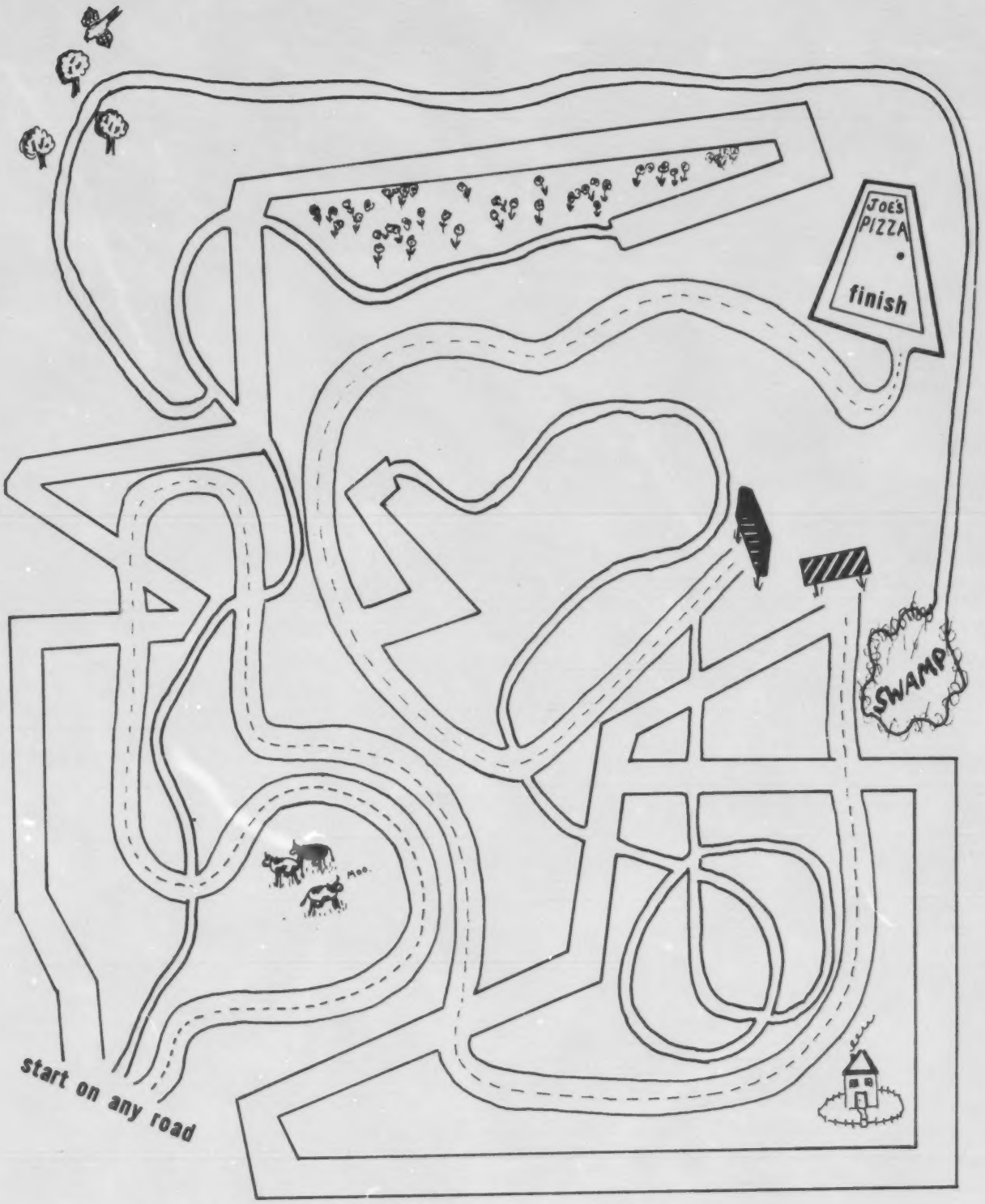
MANUAL DEXTERITY--
Ability to move hands easily and skillfully in placing and turning objects

EYE-HAND-FOOT COORDINATION--
Ability to move eye-hand-foot together in performing tasks

COLOR DISCRIMINATION--
Ability to recognize similarities or differences in color

INTELLIGENCE--
Ability to "catch on," to reason and make judgments; one's general learning ability

SELF-APPRAISAL



use any combination of roads to get to JOE'S PIZZA

SELF-APPRAISAL

ACTIVITY: Problem Solving

OBJECTIVE: After completing this activity, the student should be able to demonstrate a problem-solving skill through use of a simple code.

APPROXIMATE TIME: 40-55 minutes

HANDOUTS: Handouts: Coded Message, Coded Message Solution; pencils

DIRECTIONS: Give students copies of the handout. Ask them to break the code and decipher the message. The task may be treated as a game by calling the first student finished the "winner." If this approach is used, then the winner can assist the other students by giving letters one at a time to the whole class until more and more persons finish. The teacher may wish to give the code to the slower students or otherwise modify the decoding task. For example, some of the words must be defined.

After decoding the message on the handout, the teacher may wish to discuss the relationship between problem-solving and occupations. For example, the philosopher may use one code or logical formula in solving a riddle, while the plumber uses another formula to locate a hard-to-find leak. Use the message to stimulate discussion about the values of various occupations.

Stress the fact that a strong society needs both plumbers and philosophers. Ask students to make up their own secret messages about the world of work. These messages may be written on transparencies and presented to the class as an alternative or supplemental activity.

SELF-APPRAISAL

NAME_____ DATE_____ PER_____

CODED MESSAGE

Break the code and find out what the message says---

CODE:

A		B						E					T		S						P				N
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

MESSAGE:

1 26 9 6 5 9 23 23 9 26 14 22 23 12 25 3 9 18 17 16

7 9 11 17 26 17 14 9 23 4 25 24 18 9 1 7 25 17 18 1 3 23 9

14 15 1 26 1 26 17 26 5 24 25 22 9 14 9 26 14

22 15 17 23 24 16 24 22 15 9 18 · 14 15 9 16 24 5 17 9 14 4

14 15 1 14 16 5 24 18 26 16 9 6 5 9 23 23 9 26 5 9 17 26

22 23 12 25 3 17 26 13 3 9 5 1 12 16 9 22 23 12 25 3 17 26 13

17 16 1 15 12 25 1 26 1 5 14 1 26 7 14 24 23 9 18 1 14 9 16

16 15 24 7 7 17 26 9 16 16 17 26 22 15 17 23 24 16 24 22 15 16

3 9 5 1 12 16 9 17 14 17 16 1 26 9 6 1 23 14 9 7 1 5 14,

8 17 23 23 15 1 10 9 26 9 17 14 15 9 18 13 24 24 7

22 23 12 25 3 17 26 13 26 24 18 13 24 24 7

22 15 17 23 24 16 24 22 15 4 · 26 9 17 14 15 9 18 17 14 16

22 17 22 9 16 26 24 18 17 14 16 14 15 9 24 18 17 9 16

8 17 23 23 15 24 23 7 8 1 14 9 18. ---JOHN GARDNER

SELF APPRAISAL

SOLUTION

CODED MESSAGE

CODE:

A	Z	B	Y	C	X	D	W	E	V	F	U	G	T	H	S	I	R	J	Q	K	P	L	O	M	N
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

MESSAGE:

An excellent plumber is definitely more admirable than an incompetent philosopher. The society that scorns excellence in plumbing because plumbing is a human act and tolerates shoddiness in philosophy because it is an exalted act, will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.

John Gardner

SELF-APPRAISAL

ACTIVITY: Following Directions

OBJECTIVE: After completing this activity, the student should be able to efficiently give and receive directions as measured by the correct completion of a task presented by verbal instructions.

APPROXIMATE TIME: 25-60 minutes

MATERIALS: Put-together toys (e.g., Tinker Toys, Erector Set)--two identical sets of 10 pieces each

DIRECTIONS: Set two desks back-to-back in the front of the room. Place one of two identical sets of pieces on each desk top Give instructions for the task to the group.

> Working back-to-back in the desks, one person is to give verbal instructions to the other in order that they both can build the same design with the toys.

Ask the two most outgoing students to participate at the outset. Designate one of the two as the "instructor." After the first pair has completed the task, ask another pair to participate. Continue the process until several students have engaged in the activity while the others watched. The teacher should stress the importance of giving clear instructions and listening closely in completing assignments.

SELF-APPRAISAL

ACTIVITY: Building Trust

OBJECTIVE: After completing this activity, the student should be able to describe the feeling of trust.

APPROXIMATE TIME: 15-50 minutes

MATERIALS: Scarf or other article to use as a blindfold

DIRECTIONS: Have a class discussion of basic relationships, then have students break into pairs. One person leads another who is blindfolded on a five-minute walk. Call time; have partners switch. After second walk, have students meet and give a one-word description of the activity. Then discuss the relationship of trust and responsibility to work.

SELF-APPRAISAL

ACTIVITY: Evaluating One's Grades

OBJECTIVE: After completing this activity, the student should be able to list three examples when asked the question, "What do your grades tell you about yourself?"

APPROXIMATE TIME: 15-45 minutes

MATERIALS: Handout: Looking at My Grades; pencils or pens

DIRECTIONS: Distribute handouts to the students. Use the nine items on the sheet to direct general class discussion. For example, "How do grades relate to hard work in classes?" Ask the students to complete the sheet for future reference. Provide examples of occupations requiring sound basic knowledge (above-average grades) in particular areas. One example might be: engineers must have high aptitude in mathematics, while creative writers will need greater aptitude in English.

SELF-APPRAISAL

Name_____ Date_____ Period_____

LOOKING AT MY GRADES

To the student:

The purpose of this check sheet is to help you think about:

What your grades tell you about yourself.
How much of your true effort your grades show.
What your grades show your strengths to be.

1. The highest grades I received last year were in_____

_____

2. What do these grades tell me about how hard I tried in these classes?_____

3. In which subject did I work the hardest?_____

_____

4. What do my grades tell about my ability to memorize things?_____

_____

5. How did my grades measure my study habits?_____

_____

6. How did my reading ability affect my grades?_____

_____

7. In which subjects do I usually get the highest grades?_____

_____

8. In which subjects do I get the lowest grades?_____

_____

9. In which subjects do I have the highest interest?_____

_____

SELF-APPRAISAL

ACTIVITY: Recognizing Occupations

OBJECTIVE: After completing this activity, the student should be able to identify the occupations of ancestors.

APPROXIMATE TIME: 100-200 minutes

MATERIALS: Plan A & B: Handout: Occupational Family Tree, transparency (from transparency master), assorted colors of 12" x 18" construction paper

Plan A materials: Map colors, crayons, felt-tip pens, pencils, scratch paper

Plan B materials: Magazines, glue, scissors, paper towels

DIRECTIONS: Distribute copies of the handout. Ask the students to consult with their parents in completing the background information for the occupational family tree. Tell the students that their ancestors' occupations have an influence upon their family life and upon their career choices. Inform students that the "tree" may include natural parents and/or step-parent. Emphasize that they may use any relative they choose.

When students have completed the handout, place the transparency on the projector as a guide for the remainder of the activity. At this point, either of two plans may be used to complete the activity.

Plan A: Artistic students may use the tree on the transparency as a guide for drawing their own occupational family trees for each of the ancestors. The student may sketch in the circles an ancestor performing a job or a tool associated with that job. Students may wish to begin their sketching on scratch paper and then draw the tree on the construction paper. The various materials should be placed in an easily accessible location.

SELF-APPRAISAL

OCCUPATIONAL FAMILY TREE

In order to construct an Occupational Family Tree, you might need to check with your parents for the occupation of different family members.

MOTHER'S SIDE	FATHER'S SIDE
Mother's occupation	Father's occupation
Grandmother's occupation	Grandmother's occupation
Grandfather's occupation	Grandfather's occupation
Great-Grandmother's occupation	Great-Grandmother's occupation
Great-Grandfather's occupation	Great-Grandfather's occupation

Use the following lines to write the occupations of your Mother's sisters and brothers, if you would like them on your tree.

_____ _____

_____ _____

Use the following lines to write the occupations of your Father's sisters and brothers, if you would like them on your tree.

_____ _____

_____ _____

If your brothers or sisters have an occupation that you would like to have on your tree, write them here.

_____ _____

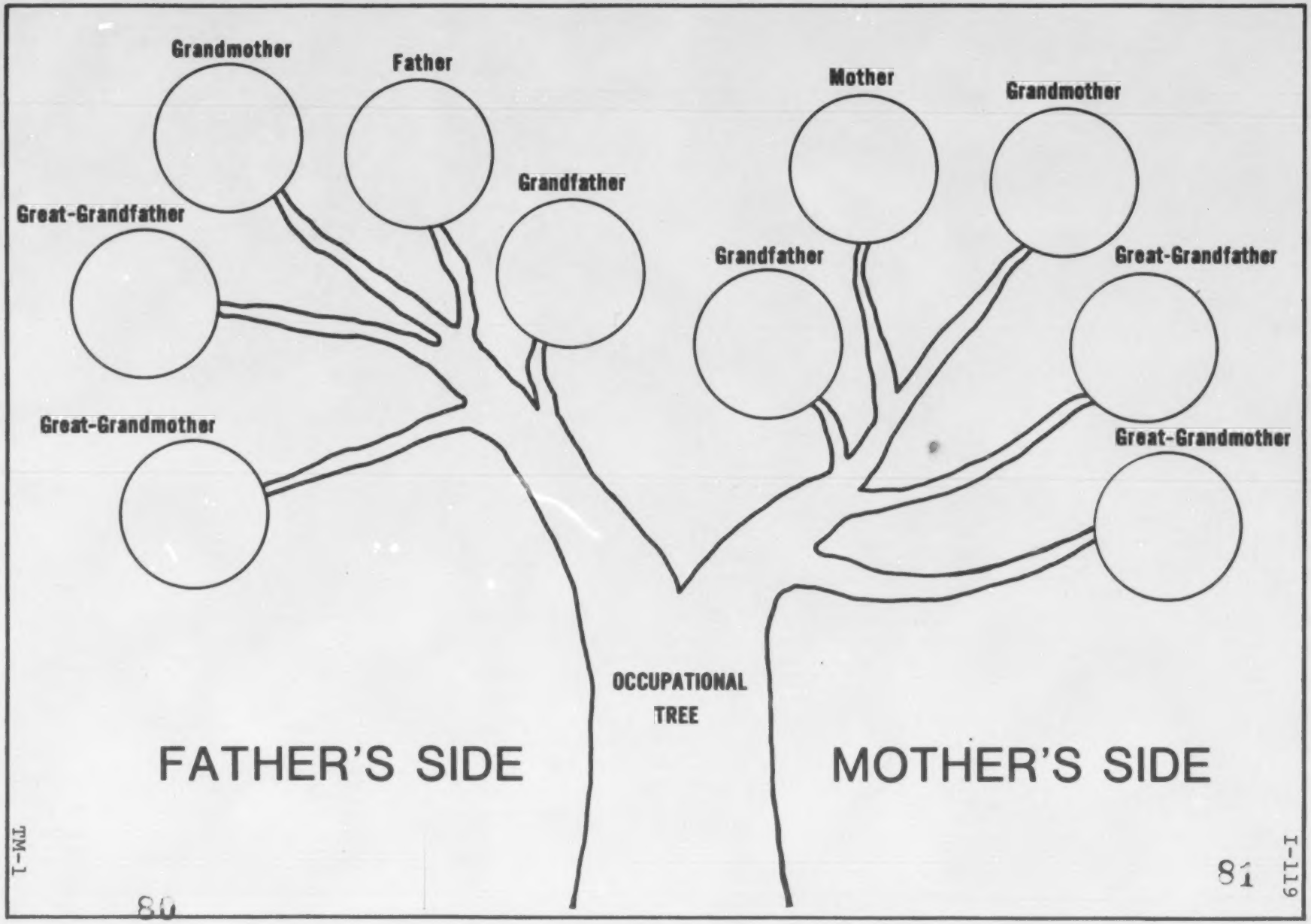
_____ _____

Use the following lines to write the occupations of other family members who are not listed above.

_____ _____

_____ _____

_____ _____


Grandmother
Father
Grandfather
Great-Grandfather
Great-Grandmother
Mother
Grandmother
Grandfather
Great-Grandfather
Great-Grandmother
OCCUPATIONAL TREE
FATHER'S SIDE
MOTHER'S SIDE

SELF-APPRAISAL

ACTIVITY: Recognizing Fields of Work

OBJECTIVE: After completing this activity, the student should be able to recognize eight fields of work and give examples.

APPROXIMATE TIME: 45-60 minutes

MATERIALS: Handouts: How Do You See Yourself? Jobs in Eight Fields; magazines; scissors; glue; pencils or pens

DIRECTIONS: Ask students to form groups of eight and then distribute the handouts. Provide one extra How Do You See Yourself? handout per group. This copy will be decorated by group members. Each student should keep a copy for reference.

For the group project, each student should choose one field of work and find a magazine picture that tells about a job within the field. The students may use examples from Jobs In Eight Fields. The student should attach the picture to the appropriate drawing on the hand handout.

Students should share their feelings about the job with the group--noting desirable and undesirable characteristics. The decorated group handouts may be displayed on a bulletin board. Next, ask students to list at least five jobs from "their" field of work. Call on eight students (one from each field) to read their lists.

JOBS IN EIGHT FIELDS

IF YOU LIKE	YOU MIGHT LIKE TO BE A
LITERARY WORK	newspaper reporter magazine writer author advertising writer librarian teacher editor proofreader news broadcaster
SCIENTIFIC WORK	doctor laboratory technician dietician engineer electronics technician chemist dentist pharmacist biologist physicist space scientist draftsman bacteriologist
MECHANICAL WORK	heavy-machinery operator auto mechanic airplane maintenance or repairman TV or radio repairman small-appliance repairman telephone installer air-conditioner installer locksmith machinist airline pilot electrician truck driver plumber
CLERICAL WORK	office clerk secretary bookkeeper computer operator order-fulfillment clerk office manager file clerk post-office clerk accountant bank teller typist hotel clerk switchboard operator tabulating-machine operator office messenger stock clerk ticket agent
PERSUASIVE WORK	salesclerk car or insurance salesman lawyer politician union leader door-to-door salesman employment manager lecturer travel agent
OUTDOOR WORK	house painter bricklayer carpenter telephone lineman construction worker farmer forester gardener sports instructor pro athlete gas-station attendant recreation director
SOCIAL SERVICE WORK	nurse nurse's aid YMCA worker tutor vocational counselor religious leader social worker physical therapist orderly home economist practical nurse
ARTISTIC WORK	artist photographer musician actor dress designer model dancer interior decorator hand letterer movie cameraman architect hair stylist cartoonist furniture designer

Jobs I might like are _____

HOW DO YOU SEE YOURSELF?

Can you find yourself in the following pictures? Select on of the eight fields of work. Then find a picture that represents a job within the field and attach it to the sheet in the correct location.

1. Do you enjoy literary work? Do you enjoy English? Do you enjoy reading and writing?
2. Do you enjoy scientific work? Do you enjoy solving problems or inventing things? Are you an accurate or neat person? Do you enjoy science?
3. Do you enjoy mechanical work? Do you enjoy fixing things? Do you enjoy working the tools?
4. Do you enjoy clerical work? Do you enjoy working indoors? Do you enjoy keeping things in order?
5. Do you enjoy persuasive work? Are you able to convince people to do certain things? Do you enjoy speaking with people?
6. Do you enjoy outdoor work? Are you healthy and strong? Do you like to work with your hands?
7. Do you enjoy social service work? Are you interested in the problems of others? Do you like to help people?
8. Do you enjoy artistic work? Can you create things that others like to see? Do you like to make objects with your hands?

1. Literary Work Yes No
   Is this you?

2. Scientific Work Yes No
   Is this you?

3. Mechanical Work
Is this you? Yes No

4. Clerical Work
Is this you? Yes No

5. Persuasive Work
Is this you Yes No

6. Outdoor Work
Is this you? Yes No

7. Social Service Work
Is this you? Yes No

8. Artistic Work
Is this you? Yes No

SELF-APPRAISAL

ACTIVITY: Relating Personal Requirements to Occupations

OBJECTIVE: After completing this activity, the student should be able to list at least five personal requirements for a job and then identify one or more occupations that meet most of the requirements.

APPROXIMATE TIME: 30-50 minutes

MATERIALS: Paper, transparency (from transparency master), pencils or pens

DIRECTIONS: Begin discussion by explaining that persons have goals, values, and needs that may or may not be met by jobs. These are important to people and must be considered when selecting an occupation. Point out that the various goals, values, and needs may be referred to as personal requirements for a job.

Place the transparency on the projector. Discuss the example as a group. Explain that decisions about occupational choice may be based upon a number of considerations. For example, one student may select an occupation that met less than half the personal requirements because the two most important requirements were met. Another student may want an occupation to meet almost all of the requirements.

Ask students to copy the tree headings--Important to Me, Occupation Offers, and Occupation Doesn't Offer--from the transparency onto their papers. Tell the students to list as many personal requirements for a job as they can. Then, have the students select one or more occupations that interest them. Writing the name of the occupation on the paper, the students should then mark under the appropriate heading whether or not the occupation meets the listed requirements. Ask students if they ever condidered the occupation for a career. Then, ask: "Should you continue to consider the occupation?"

SELF-APPRAISAL

A student has several requirements for any job. These are listed below under the heading "Important to Me." This student looked at the nursing profession to see if the occupation would meet personal requirements. Considering what nursing offers and doesn't offer, should nursing as a career be explored?

Important to Me	Occupation Offers	Occupation Doesn't Offer
Status	X	
Good Salary	X	
Working with People	X	
Working Outside		X
Regular Hours		X
Free Weekend		X
Working Under Little Pressure		X

- What are the goals, values and needs that are important to you?
- Does an occupation offer opportunities to meet these important needs?

SELF-APPRAISAL

ACTIVITY: Matching Personal Characteristics to Occupations

OCCUPATIONS: After completing this activity, the student should be able to match personal characteristics with a chosen occupation.

APPROXIMATE TIME: 50-100 minutes

MATERIALS: Handouts: Survey; Which Jobs are Best for Me?; pens or pencils; Occupational Outlook Handbook

DIRECTIONS: After distributing copies of the handout, read the following instructions to the students:

> Complete all parts of the survey. Choose an occupation of interest to you and look it up in the Occupational Outlook Handbook. Compare your own abilities and characteristics with those listed for the occupation. Complete the Which Jobs are Best for Me? sheet. Keep the materials for future reference.

The Survey may be modified to make the activity more interesting. The parts of the Survey may be done on different colors of construction paper or index cards and then laminated.

If felt markers are used to write on each part, the Survey can be wiped clean and reused.

WHICH JOBS ARE BEST FOR ME?

Directions: Fill in the blanks below after completing the survey and reading about an occupation in the Occupational Outlook Handbook.

Would _____ be a good field of work for me?

HOW WELL CAN I MEET THE REQUIREMENTS?				
	Well	Fairly Well	Poorly	I don't know
Basic abilities (you list them)				
Personality characteristics (You decide which are important)				
Necessary training				
Physical requirements				
Capital requirements				

HOW WELL WOULD THE WORK SATISFY ME?				
	Well	Fairly Well	Poorly	I don't know
Duties involved				
Amount of travel				
Pay and other financial benefits				
Opportunity for advancement				
Opportunity for recognition				
Opportunity for service				
Security of employment				
Working conditions				

SELF-APPRAISAL

SURVEY

Directions: Check the best answers.

MY PERSONALITY

I believe that I am:	Yes	No		Yes	No
Well liked by most people			One who treats others so their feelings are not hurt		
Able to sell things					
Able to accept criticism and benefit by it			Bothered by fears that I won't succeed		
Able to tackle tough problems and succeed			One who does things well and promptly even if I don't like to do them		
Regard myself as shy					

MY INTERESTS

How well do I like:	Very Much	Some	Very Little	Don't Know		Very Much	Some	Very Little	Don't Know
Science					Persuading people				
Mathematics									
Music, art, and literature					Planning & organizing				
Serving people									

MY VALUES

How important to me is:	Very	Some	Little	I don't know		Very	Some	Little	I don't know
Money					Personal appearance				
Security									
Home life					Maintaining personal standards or rules				
Service to others									
Holding offices									

MY ACHIEVEMENTS

How well have I done in:	Very Well	Well	Fair	No Exp.		Very Well	Well	Fair	No Exp.
English & language					Student government				
Social studies					Name other activities				
Science									
Mathematics					Mechanical work				
Music, art, & literature					Office jobs				
Sports					Selling jobs				
					Manual labor				

SELF-APPRAISAL

MY APTITUDES

How good am I at:	Very Good	Good	Fair	No Exp.		Very Good	Good	Fair	No Exp.
Forming mental picture					Reading and writing				
Sizing up a situation quickly					Solving problems by reasoning				
Using figures & symbols					Speed and accuracy in assembling				
Speaking before groups					Drawing and painting				

SELF-APPRAISAL

ACTIVITY: Identifying Job Values

OBJECTIVE: After completing this activity, the student should be able to state at least three reasons why people work (job values), other than money.

APPROXIMATE TIME: 20-50 minutes

MATERIALS: Bucket of painted cow chips (or rocks with "cowchip" painted on side), shovel, transparency (from transparency master)

DIRECTIONS: Begin discussion about why people work. Ask students to give reasons. The teacher may use transparency as reference in open discussion about job values. Most students will say they would do anything as long as the money is right.

After a few minutes of discussion, bring out the bucket of chips and the shovel from a hidden place. Dump the chips on the floor, hand a student a shovel, and say, "Your job is to shovel cow chips all day, every day." This situation will promote active discussion of the various job values. The student may not need to actually shovel the cowchips if the teacher determines that the point has been made by bringing out the bucket.

A similar, less repulsive experience could be substituted. Instead of cow chips, use strips of paper, crumpled newspaper, or soda bottle tops. Require that the student pick up the items one-by-one. The teacher may wish to distribute copies of the transparency for additional discussion or future reference.

SELF-APPRAISAL

WHY PEOPLE WORK

Listed below are some of the reasons people work

MONEY: To purchase the goods and services required to fulfill wants and needs, such as food, clothing, and a place to stay. The amount of money one can make depends greatly on the demand for your skill or service.

PERSONAL RECOGNITION: To make one feel worthwhile, to receive understanding, to be appreciated, to make one feel good about oneself.

WORK RECOGNITION: To get credit for doing a good job. This makes a person feel good about the work being done. Correct use of this type of recognition may be a strong motivating factor.

PLEASURE FROM DAILY ACTIVITIES: To enjoy what one does everyday on the job, to like a daily routine. These encourage a person to be on the job everyday.

FEELING OF IMPORTANCE: To belong, to be a part of an ongoing job, to feel successful in the job.

SECURITY: To have a regular job or income.

ACHIEVEMENT: To achieve a goal: A job can be an aid to fulfilling life goals.

SELF-SATISFACTION: To make something of oneself, to advance on the job, or to do a good job.

TRAINING AND ADVANCEMENT: To obtain training on the job, to further education, to broaden work experience, to advance or be promoted.

FREEDOM ON THE JOB: To be able to work independently at one's own speed without being watched or pushed; to be able to express personal desires through work.

SELF-APPRAISAL

ACTIVITY: Identifying Terms

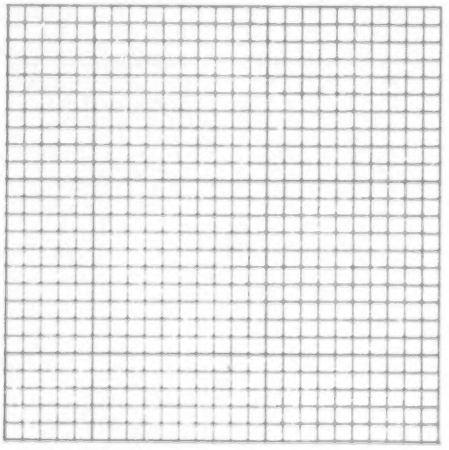
OBJECTIVE: After completing this activity, the student should be able to identify self-appraisal terms.

APPROXIMATE TIME: 45-60 minutes

MATERIALS: Handout: Links, plain paper and rulers or graph paper, pencils, transparency (from transparency master)

DIRECTIONS: At the beginning of class, students should be instructed to use graph paper (if available) or plain paper marked with 25 by 25 one-fourth inch squares. Distribute the "Links" handout to the students. Read and clarify the instructions. The teacher should demonstrate "linking" by showing the three words in the example on the transparency. Other examples may by written on the transparency.

After completing the linking, ask the students to score the assignment by adding the number of linked words. The scores are intended for student use. Words that are unfamiliar to students should be checked in the dictionary.



SELF-APPRAISAL

"LINKS"--IDENTIFYING TERMS

There are 32 words in the following list. How many can you link? Each additional word must use at least one letter from another word. Use a sheet marked in 25 one-half-inch squares, or graph paper. Three words are done for you to help you get started.

Aptitude	Ability	Asset	Liability
Value	Personality	Temperament	Attitude
Unique	Conformity	Trait	Appraisal
Motivation	Aesthetic	Academic	Mechanical
Social	Clerical	Musical	Artistic
Physical	Verbal	Numerical	Spatial
Form	Motor	Finger	Manual
Color	Intelligence	Eye	Hand-foot

A P T I T U D E

B

I N T E L L I G E N C E

L

I

T

Y

Scoring:

25-32--excellent

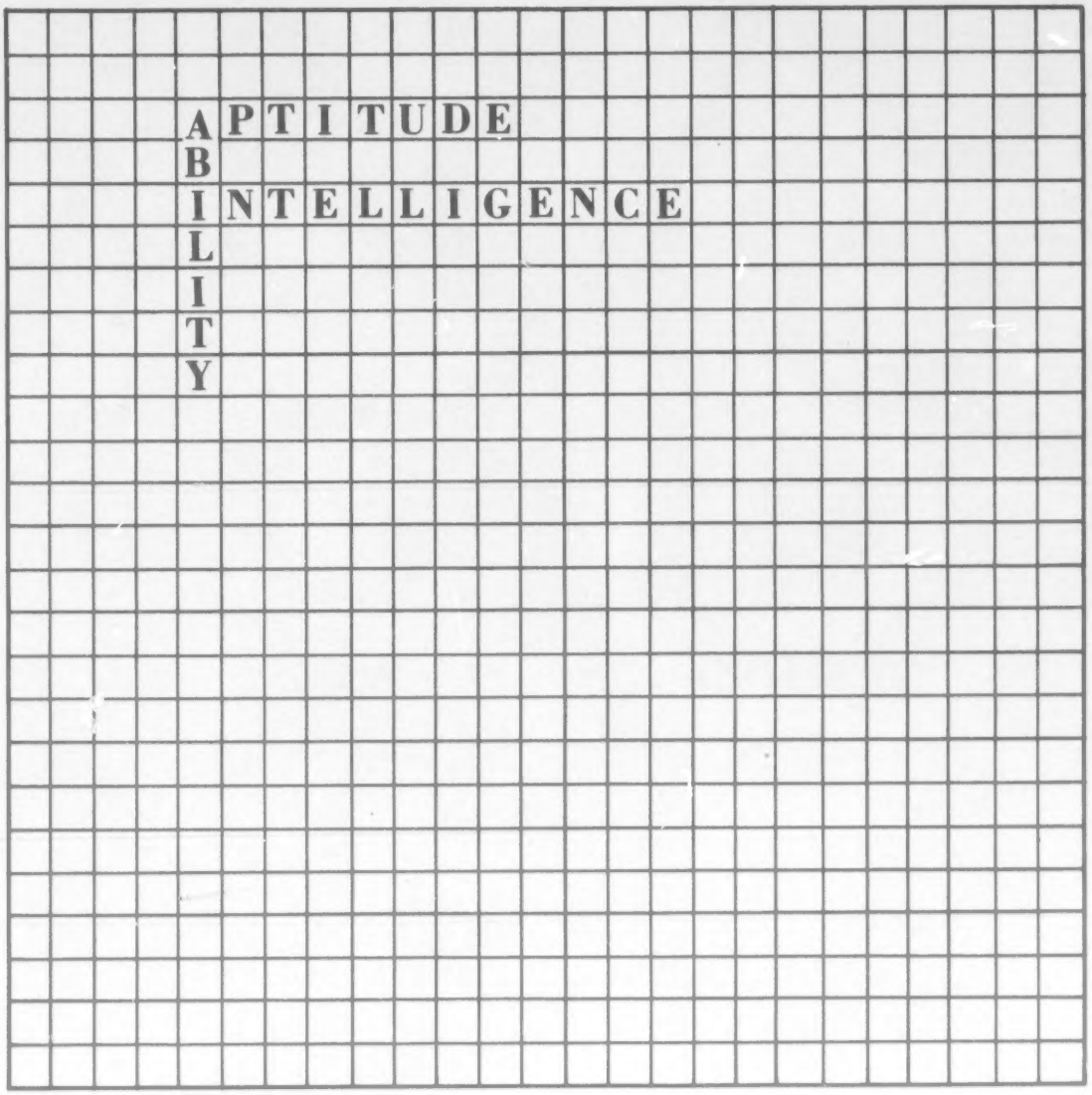
18-24--very good

10-17--good

below 10--not so "hot"

SELF-APPRAISAL

"LINKS"--EXAMPLE



SELF-APPRAISAL

GLOSSARY

1. Ability--A developed skill, such as the "how" of playing the piano
2. Academic ability--The skill to understand and use ideas in schools or other places of learning
3. Aesthetic--Beauty for beauty's sake, for example, liking something just because it's pretty.
4. Appraisal--The act of setting a value on something, such as, "I am worthwhile."
5. Aptitude--A talent or special skill that one person has that another person may or may not have; a talent with which a person is born
6. Artistic ability--The skill to make things that other people consider beautiful or valuable
7. Asset--Something that is positive or good about a person or a thing
8. Attitude--An opinion or a belief about something
9. Clerical ability--The skill to rapidly and accurately do detail work such as checking, measuring, classifying, adding, recording, and proof-reading
10. Clerical perception--The ability to see and understand detail in written and spoken material
11. Color discrimination--The ability to see differences in color
12. Conformity--The act of thinking or behaving as someone wants
13. Eye-hand-foot coordination--The ability to move the eye, hand, and foot together
14. Finger dexterity--The ability to rapidly and accurately move the fingers.
15. Form perception--The ability to see differences in the shapes and sizes of objects
16. Intelligence--The ability to catch on, to reason and to learn
17. Liability--Something that is negative or bad about an object

18. Manual dexterity--The ability to easily and skillfully move the hands

19. Mechanical ability--The ability to work with tools and machinery

20. Motivation--Something that causes one to act or react

21. Motor coordination--The ability to move rapidly and accurately

22. Musical talent--The aptitude for writing or making music

23. Numerical--The ability to quickly and accurately work with numbers

24. Personality--The characteristics that make a person an individual

25. Physical ability--The skill to use one's muscles effectively

26. Social intelligence--The ability to understand and work with people

27. Spatial ability--The skill to see how parts go together to make a whole object

28. Temperament--Personal traits, such as "moody," "easy going," "hard-to-please," or other sides of the personality

29. Trait--Mark of individuality; for example, a "winning smile"

30. Unique--One of a kind

31. Value--What a person considers important

32. Verbal ability--The skill to fully understand and use words